



Accommodations Request

Student:

Teacher:

Monitor Teacher:

Writing/Note-Taking Accommodations

- ☐ Use a tape recorder in the classroom
- ☐ Use another student's notes
- ☐ Use teacher's notes
- ☐ Have a scribe in the class
- ☐ Use a computer

Test-Taking Accommodations

- ☐ Have extended time on tests or quizzes
- ☐ Take test in a quiet area
- ☐ Have test read orally
- ☐ Take test orally
- ☐ Dictate answers to a test or quiz

Additional Accommodations

- ☐ Use digital recordings of textbooks
- ☐ Have an extra set of books for home (physical accommodation)
- ☐ Restroom use (medical accommodation)
- ☐ Use a calculator in class
- ☐ Use a calculator on tests or quizzes
- ☐ Use a dictionary in class
- ☐ Use an electronic speller
- ☐ Have seating in front of the class
- ☐ Have a class outline with due dates for assignments and tests
- ☐ Have extended time on nonstandard tests such as: PSAT, SAT, and ACT
- ☐ _____
- ☐ _____

Accommodations Request template is on CD-ROM.
Adapted from J.E.B. Stuart High School, Fairfax County Public Schools, VA

Accommodations Questionnaire

Student:

Subject:

Teacher:

Monitor Teacher:

1. When you need extra help in class, which of these are most likely to help you?

- ☐ Taped lectures
- ☐ Extra time on assignments
- ☐ Class notes
- ☐ Taped textbooks

- ☐ Using a computer
- ☐ Alternative tests/assignments
- ☐ Asking questions during a lecture
- ☐ Joining a study group

2. When preparing for a test or exam, which of these accommodations would be most helpful to you?

- ☐ Asking for extra time on the test
- ☐ Asking to take the test in another room
- ☐ Asking to have the test read to you

- ☐ Asking for writing assistance
- ☐ Asking to read your answers into a tape recorder

3. If you have reading difficulties, which of these are most likely to help you?

- ☐ Asking to have textbooks taped
- ☐ Asking for someone to read to you

- ☐ Asking for study guides
- ☐ Enrolling in a reading skills class

4. If you have writing difficulties, which of these are most likely to help you?

- ☐ Using a computer
- ☐ Asking for proofreading help
- ☐ Dictating written work to someone

- ☐ Asking to give oral reports
- ☐ Asking for a scribe
- ☐ Tape recording lectures

5. If you have math difficulties, which of these are most likely to help you?

- ☐ Asking for extra explanations
- ☐ Listing steps of a process in your notes
- ☐ Using graph paper

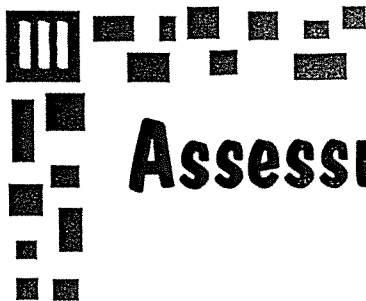
- ☐ Using a calculator
- ☐ Setting up time to work alone with the teacher

6. If you have trouble with organization, which of these are most likely to help you?

- ☐ Asking for a syllabus/course schedule
- ☐ Getting assignments ahead of time

- ☐ Keeping a calendar of assignments
- ☐ Breaking large assignments into parts

Accommodations Questionnaire template is on CD-ROM.
Adapted from R. E. Lee High School, Fairfax County Public Schools, VA



Assessment Accommodations Planner

Changes in Setting

- ☐ Use preferential seating to place student closer to source of oral instructions and/or demonstration equipment.
- ☐ Assess small group of students in a separate location.
- ☐ Assess student individually in a separate location.
- ☐ Provide special lighting.
- ☐ Provide adaptive or special furniture.
- ☐ Assess student in study carrel or room with minimal distractions.

Changes in Timing/Scheduling

- ☐ Allow more time to complete assessment.
- ☐ Allow student to take assessment at his best time of day and during periods when emotional agitation is relatively low.
- ☐ Provide opportunity for additional breaks between subsections of the assessment.
- ☐ Provide opportunity to move around during the assessment.
- ☐ Allow student to extend assessment across several sessions/days.

Changes in Presentation

- ☐ Repeat and clarify the directions
- ☐ Allow student to record answers in test booklet rather than separate answer sheet.
- ☐ Allow student to underline key words and to write notes in margins of test booklet.
- ☐ Encourage the student to complete the task.
- ☐ Increase spacing between items and place fewer items per page.
- ☐ Break up the assessment into smaller sections or fewer steps at a time.
- ☐ Provide organizational aids such as templates, graphic organizers, or graph paper.
- ☐ Read only the directions orally.
- ☐ Read the directions and assessment items orally.
- ☐ Computer reads assessment to student.
- ☐ Provide audiotape version of assessment.
- ☐ Translate orally only the directions in the student's native language.
- ☐ Translate orally the directions and assessment items in the student's native language.
- ☐ Sign only the directions to the student.
- ☐ Sign the directions and assessment items.



Assessment Accommodations Planner

- ☐ Provide large-type version of assessment.
- ☐ Provide written translation of assessment in student's native language.
- ☐ Provide Braille version of assessment.
- ☐ Permit the use of whatever augmentative or assistive technology the student uses on a daily basis. (e.g., magnifying equipment, noise buffers).
- ☐ Provide scoring guides which value content and ideas rather than form and neatness.
- ☐ Provide more complex, open-ended items which allow gifted and talented students to fully demonstrate the depth and range of their understanding and creativity.
- ☐ Provide scoring guides which reward sophistication, complexity, and originality at advanced level.

Changes in Student Response

- ☐ Permit use of augmentative or assistive technology on a daily basis (e.g., word processor, Braille, calculator).
- ☐ Permit responses in student's native language.
- ☐ Use scribe to record student's oral responses.
- ☐ Use signing to communicate responses.
- ☐ Use pointer to communicate responses.
- ☐ Allow student to use another modality (e.g., an oral presentation or an illustration rather than an essay).